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## PF 2006-2007 Case Study Exercises

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## PF 2006-2007 Case Study Exercises

CASE STUDY 1: Teacher Wilma asks Resident Scientist Fred to take Student Barney to the library so that Barney can complete a test he missed. Barney is a known behavior problem. While Barney is working on the test, Fred suspects that Barney is cheating and looking at answers written on his hand. The next time Fred sees Barney looking, he leans over to see what Barney is doing, putting his hand on Barney's shoulder to see better. Barney shouts at the Resident Scientist "Get your hands off me!" loudly enough so that the librarian comes running. The librarian has no idea who the Resident Scientist is and takes Fred and Barney back to the Wilma's classroom.

Discuss the following:

- Are there steps that could have been taken to avoid this situation?
- If you were Fred in the library, what would you do after the student yells at you?
- If you were the teacher, how would you handle the situation when the librarian brings Fred and Barney back to your classroom.
- What steps should be taken after the incident by Fred and Wilma?

CASE STUDY 2: Teacher Phoebe asks Resident Scientist Rachel to teach the class for a moment while she goes to the bathroom. The minute Phoebe exits the room, the kids start acting up. While Rachel is trying to gain control of the classroom, a student that had been running around trips, hits his mouth on a table, and begins bleeding and crying. Rachel doesn't know what to do and immediately goes next door to get Monica, Phoebe's teaching partner.

- Could this situation have been avoided?
- What could Rachel have done differently once Phoebe left the classroom?

CASE STUDY 3: Student Dick is talking to Resident Scientist Jane during an exercise focusing on dinosaurs. Dick says to Jane: "My father told me that there are no such things as dinosaurs and that scientists made them up". You are Jane. What do you do?

CASE STUDY 4: Resident Scientist Mike is working with a group of students. The students start asking Mike about his personal life – is he married, how many kids does he have, etc. Mike starts to get uncomfortable with this: it's personal information, plus the kids aren't doing the work they should be doing. What do you do?

CASE STUDY 5: Resident Scientist Arnie is working with Teacher Barney on an activity with the students. While Barney is working with one group of students, two other students start to fight. Arnie is standing right behind these students, and turns around to see one student about to hit the other student with a book. If you are Arnie, what do you do? If you are Barney, what do you do?

CASE STUDY 6: Resident Scientist Laurie is listening to Teacher Harmon explaining a concept to his students. In the middle of his talk, Laurie raises her hand and explains that what Harmon said wasn't quite correct, but it's very important that the kids understand the point because they lab they're about to do relies heavily on this idea. Taking great care to be respectful, Laurie explains the idea correctly and adds, "It's easy to get confused about this – it happens to me all the time." If you were observing in the classroom and helping them refine the activity to be used again in the future, what would you say to (or ask of) the pair?

CASE STUDY 7: Teacher Betty overhears Resident Engineer Wilma telling a 7<sup>th</sup> grader that she (Wilma) doesn't like her advisor because he is mean to her and makes her work too hard. If you are Betty, what do you do?

CASE STUDY 8: Resident Mathematician Herman shows up at his school in dirty jeans with rips in them, looking like he just climbed out of bed (which he did). If you are Herman's lead teacher, what do you say?

CASE STUDY 9: 4<sup>th</sup> grade teacher Fred is leading on a lesson on cell structure. Since Resident Scientist Barney's research area involves cell structure, Barney starts regaling the children with information on how scientists determine cell structure, including a brief discussion of DNA sequencing and the human genome that is absolutely fascinating – the kids are paying attention in a way they usually don't. You are Fred: what do you do?

CASE STUDY 10: One of the teachers (not a PF Lead Teacher) makes a sexually suggestive 'joke' in front of a Resident Scientist and some students. If you are the Lead Teacher, what do you do? If you are the Resident Scientist, what do you do? How is the situation different if the joke is made in front of only other teachers without any students present.

CASE STUDY 11: Resident Scientist Petunia has her comprehensive exams coming up in a week. Teacher Daisy needs Petunia to help her set up an experiment she has never done before for that same week, and it's a critical experiment because it is heavily emphasized on the standardized test coming up. How should Petunia and Daisy proceed?

CASE STUDY 12: . Teacher Einstein has the annoying habit of referring to his Resident Mathematician Amanda as 'a walking encyclopedia'. Amanda is starting to be very irritated by

this, which has continued even though she has made some very broad hints that she wishes he would stop calling her this. During class one day, a student asks another student a question. The second student says, “Let’s ask Miss Amanda if she knows the answer because she’s a walking encyclopedia”. You are Amanda: what do you do?

CASE STUDY 13: Teacher Fran is talking to Resident Scientist Mark while planning. Mark suggests that they do an activity that involves making a scaled timeline showing the age of the Earth and the different periods of time. Teacher Fran says, “I skip the chapters on evolution because I don’t believe in evolution”. You are Mark. What do you do?

CASE STUDY 14: Resident Scientist Ben has developed a unit on human biology for 6<sup>th</sup> graders at a PF school. He is giving the introduction and the students are getting bored. Mrs. Franklin asks the students to pay attention a couple of times and suggests that Ben shorten the introduction and get on with the hands-on activities. Ben tries to get the students more engaged and remarks, “Mrs. Hamilton’s students were much better listeners when I presented this to them last week.” After the class leaves, Ben and Mrs. Franklin sit down to analyze how the activity went. If you were observing in the classroom and helping them refine the activity to be used again in the future, what would you say to (or ask of) the pair?

CASE STUDY 15: Resident Mathematician Bertrand has just started working in an elementary school. On his second day, he sees that one of the students, Lisa, isn’t wearing shoes. “Hey, Lisa,” Bertrand says, trying to make friends, “Did you forget your shoes today?”. Lisa looks at him and looks at the floor, then starts crying. Teacher Melissa jumps in and comforts Lisa. Later, Melissa explains to Bertrand that Lisa’s family is having tough economic times and just moved to the City Mission. What should Melissa and Bertrand do next? Are there things they could have done to avoid the situation?

CASE STUDY 16: You are a graduate student working at a middle school. The 8<sup>th</sup> grade prom was last weekend and the students are talking about their experiences. One of the students who has been something of a behavior problem, but seems to have taken a liking to you and is responding better academically since you started, mentions to you that he got really drunk at the prom. His older brother gave him some beer. You look surprised, and the student tells you that it’s OK because he gets beer from his brother every weekend, so he’s used to drinking. What should you do?

CASE STUDY 17: A teacher invites you to come out with a group from school Friday afternoon for a beer or two. It’s something that the teachers usually do every Friday and they have come to think of you as a colleague. Your lead teacher tells you that it’s very casual and almost everyone has one beer and heads home. Later that day, the teacher who invited you asks if you’ll be able to come. What do you do?